



Creating Democratic Schools Program—Pakistan

Quarterly Programmatic Report April – June 2005

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Submitted by Pact on behalf of Children's Resources International, Inc.

I. Executive Summary

During this quarter, international trainers joined by CRI Pakistan's Master Teacher Trainers delivered the last of the early childhood trainings for the remainder of third grade teachers in Islamabad and Rawalpindi partner schools. Five visiting faculty from Kabul Education University, Afghanistan also attended the five-day training.

Master Teacher Trainers continued to provide technical assistance on a monthly basis to classroom teachers who implement the *Creating Democratic Schools* program in Karachi, Rawalpindi, and Islamabad. Two of Pakistan's Master Teacher Trainers joined a large contingent of international trainers in Oman to implement CRI's program there. Additionally, family literacy instructors continued to deliver literacy lessons to partner schools. CRI trained instructors who had never taught the second half of the course (lessons 51-100) and refreshed the instruction for teachers who would enroll a new set of parents into the lessons.

The collection, tabulation, and analysis of evaluation data continued during the present reporting period. CRI gathered classroom observation data and collected baseline and follow-up data for a sample of participants participating in the family literacy lessons.

USAID inquired into the development of CRI Pakistan as an independent NGO and requested that the process be put in place for its establishment. We await the final conclusion of these activities.

Each of these and other activities will be reported in detail in Section III of this report. The presentation of tasks will follow their order in CRI's proposal.

II. Background

In 2001, the Government of Pakistan put forward the Education Sector Reforms (ESR) plan, recognizing the deterioration of basic education institutions in the country and the need for educational reform. Although the official literacy rate is 47 percent overall, female literacy is below 10 percent. Among Pakistan's children, the average length of schooling is only 3.8 years for boys and 1.3 years for girls. Approximately 30 percent of boys and 50 percent of girls never enter school at all.

The aim of the Creating Democratic Schools in Pakistan program is to engender democratic ideals and principles in young children, their families, teachers, school administrators, and faculty who train teachers. The program introduces teachers to new teaching methodologies that are democratic in nature and draws families into the life of the school community.

CRI's practices strengthen the development of a democratic culture in young children through a new type of civic education—one that is inherently participatory. Teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect the different styles and abilities of their classmates, develop critical thinking skills, and practice independent thinking. Teachers learn to shift the emphasis from rote learning

to the construction of knowledge based on the individual interests, needs, and strengths of each student.

CRI is implementing these teaching methods in kindergartens and elementary schools in Islamabad, Rawalpindi, and Karachi and introducing a Family Literacy Program to build the math and literacy skills of family members, particularly mothers.

The objectives of the program include:

- Increased use of democratic, child-centered methods in the education of preschool and primary school children
- Increased participation of families in pre- and primary school activities
- Increased attendance and retention rates of pre- and primary school children
- Increased literacy among parents of pre- and primary school children.
- Increased quality of preparation for teachers-in-training.

By reaching children in their early years, the program aims ultimately to develop within the youngest members of society democratic skills, values, and attitudes that are necessary for success in the 21st Century.

III. Key Results This Quarter

A. Kindergarten and Primary School Initiative

Third Grade Teacher Training in Islamabad

From April 11-15, 2005, CRI provided teacher training for the last of the third grade teachers in CRI partner schools from Islamabad and Rawalpindi. All third grade teachers from Karachi partner schools have completed CRI training. The team in Washington conducted the training with the assistance of the team in Pakistan for approximately 71 teachers and school heads. An agenda from the training is attached to this report.

CRI arranged for a team of five faculty from the Kabul Education University in Afghanistan to participate in the Islamabad third grade teacher training, visit partner schools, visit family literacy lessons, and meet with CRI Master Teacher Trainers in Pakistan with the intention of implementing the practices in Afghanistan.

Ongoing Technical Assistance to Classroom Teachers

Ongoing technical assistance to CRI partner classrooms not only provides support to teachers, but also contributes data for program evaluation. Master Teacher Trainers spend time in the classrooms observing teacher-child interactions, activity-based teaching and learning, the classroom environment, family involvement activities, and provide hands-on demonstrations using active learning materials.

Technical assistance visits focused on themes that the Master Teacher Trainers in Rawalpindi and Islamabad regions developed at the start of the academic year. The topics of focus this month included:

100 days initiation

Pal-a-plant
Parent orientation sessions

Karachi MTTs focused on authentic assessment techniques, portfolios, thematic learning, and writing and reading enhancement activities.

Special Activities

Karachi area schools engaged in varied math activities to illustrate Math Day with child-centered, developmentally appropriate math projects. Parents also participated in the activities. The math activities were engaging and served as excellent review activities for upcoming exams.

Meetings with Partner School Heads

Five bimonthly meetings with the heads of CRI Partner Schools in Islamabad, Rawalpindi and Karachi were held during the last quarter. These meetings are held on regular basis for the heads of all the CRI partner schools to inform them about the upcoming activities being carried out by CRI and to provide feedback from the partner schools and teachers. All heads actively participated in activities and took keen interest in getting variety of ideas for the implementation of the Family Involvement Program. They also shared achievements which are affecting their schools and children performance positively.

B. Family and Community Involvement Activities

Family Literacy Program

Family Literacy Training

A three-day training workshop was organized by the CRI team on April 5-7, 2005 to train new Family Literacy Trainers on lessons 51-100. These trainers have already been trained on lessons 1- 50. Teachers from partner schools, who have already received this training, also participated to gain more experience and involve themselves in various activities. The experience sharing of the old partner schools with new partner was very effective. All participants took keen interest and participated actively in all activities. Twenty-four school heads and 51 literacy trainers from 29 schools attended the workshop.

Monthly meetings

Monthly meetings were held in Rawalpindi, Islamabad and Karachi with the instructors to review the progress of the Family Literacy classes and to get feedback. As new sessions had started, ideas and strategies to motivate parents to come to these classes and to attain optimum attendance were the main emphases of these meetings. The CRI team also demonstrated administration of the Family Literacy inventory. In every monthly meeting an orientation session for 10 lessons is planned.

Materials for Family Literacy Classes

Supplies for lessons 51-100 were delivered to the respective schools. Supplies for lessons 1-50 for the new sessions were also delivered to the respective schools. Library books selected for early readers in subjects such as literature, geography, general knowledge, and science were distributed to family literacy libraries.

Evaluation Data

Inventory data was gathered for the participating students.

Certificate Ceremonies

Students who completed the first 50 lessons participated in certificate ceremonies.

Family Participation Activities – Meeting with Principals

Meetings were held with CRI partner schools in Karachi, Rawalpindi and Islamabad for the purpose of increasing the participation of parents in school activities. School principals shared successful practices that they implemented at their schools (e.g. scheduling parent visits; using parent bulletin boards for informational purposes; orienting parents about CRI's methodology; preparing parents for classroom visits; conducting informal parent meetings).

C. Translations and Publications

8-10 Methodology Book

Oxford University Press has completed the printing of the book *Creating Child-Centered Classrooms Ages 8-10*.

Morning Meeting Publication

The translated Urdu version of CRI's 52-page Morning Meeting handbook for educators, titled "Good Morning: We're Glad You Are Here," is now in the printing stage and is with the Alhamra Printers. The printing has been delayed due to change in management. We will now receive the book by the end of July.

Developing Your Own Way of Parenting Facilitators' Guide and Parenting Sessions

The change in management at the printer has also affected the delivery of this publication. It is now expected next quarter.

D. Performance Monitoring and Evaluation

Several Evaluation activities have been conducted during this quarter. The Early Childhood Classroom Observations were conducted and new data have been added to the Performance Monitoring Report, contributing to the development of the cost benefit study.

Early Childhood Classroom Observations

Preliminary data indicate strong differences between CRI partner classrooms and non-CRI classrooms. Twelve first and second grade classrooms (six CRI and six non-CRI) with similar characteristics were selected to undergo thorough classroom observations guided by an instrument (ECCO) developed by the National Association for the Education of Young Children. This instrument, serving as part of an assessment process to determine whether programs meet NAEYC's strict standards for quality early childhood programs, looks at curriculum, child and teacher interactions, physical environment, and other criteria that determine quality care and education. CRI adapted the instrument to the Pakistan program, adding a section on parent involvement. Each indicator receives a rating of between 1-5, with 1 representing an indicator that was "not met" and 5 corresponding to an indicator that was "fully met". Two observers

assessed the classrooms at the same time and came to agreement on each score before finalizing the data.

CRI classrooms received an overall rating of 4.63 compared to 1.37 for non-CRI classrooms, signifying that desirable early childhood practices were observably routinely and consistently, whereas in non-CRI classrooms, these same practices were never or infrequently observed. Data analysts noted that scores for both CRI and non-CRI classrooms were relatively constant across categories with CRI classrooms ranging from (4.16-4.88) and non-CRI classroom scores ranging between (1.13-1.56).

A fuller elaboration of the classroom observation data will be presented in the Cost Benefit Study.

E. Cost Benefit Study

CRI has outlined the product, targeted evaluation sources, and identified consultants to assist with the development of the study. All evaluation data demonstrating benefits have been gathered and analysis is underway. On the cost side, CRI has collected cost figures for classroom educational materials and furnishings. Further work on the study will be undertaken during the coming months.

F. Other Activities

Establishing an Independent NGO

In its March 2, 2005 letter, USAID proposed that CRI Pakistan become a registered NGO by June 30, 2005.

Since receiving USAID's directive, CRI has moved ahead in the process of registering CRI Pakistan by undertaking the necessary steps, researching and identifying an experienced attorney, setting appointments with the government personnel, and drafting bylaws. CRI has taken the following steps to establish an independent NGO in Pakistan:

- Completed an Agreement between Children's Resources International, Inc. ("CRI-US") and Children's Resources International, Pakistan ("CRI-Pakistan") with respect to the use by CRI Pakistan of the name and of certain publications of CRI-US in Pakistan
- Finalized the selection of a Board of Directors
- Completed Memorandum and Articles of the Association for registration of CRI-Pakistan as local NGO.
- Initiated the legal process for registration of CRI-Pakistan as a local NGO with the concerned government authorities. The NGO is being registered under the Companies Ordinance of 1984 as a "Company Limited by Guarantee and not having Share Capital."

We now await completion of the process.

Visit of US State Department Staff

Ms. Melanie Bixby of the South Asia Bureau, US Department of State, Washington DC visited the CRI office in Islamabad on April 23, 2005. Ms. Colleen Bane gave her an introduction to the

CRI program that included a presentation by CRI Pakistani staff. Professor Jamili from Afghanistan shared the experiences of the faculty during the training and the school visits. The exchange of experiences among Washington, Pakistan and Afghanistan also came under discussion.

Visit of CRI Partner Schools by USAID Team

Ms Savera Hayat, Education Specialist, USAID Pakistan visited 8 CRI partner schools in Karachi on April 12, 2005. District Officer for Academic & Training and supervisors of the respective clusters were also present.

Training in Oman

Master Teacher Trainers from CRI Pakistan joined an international team of trainers under the auspice of CRI to train Grade 1 and Grade 2 teachers in CRI's program in Oman. Five hundred teachers, school heads and supervisors attended the trainings. This was an enriching experience for the Pakistan team, as they had much to give and share as trainers.

Renewal of Memoranda of Understanding

MOUs were renewed between CRI and the District Government, Rawalpindi and with private partner schools.

Policy Seminar on Early Childhood Education (ECE)

UNESCO, in collaboration with the Department of Literacy and Non-Formal Basic Education, Punjab and CRI, organized a two-day Policy Seminar on Early Childhood Education on May 10-11, 2005. The main objective of the seminar was to raise awareness about the need and significance of ECE among the decision-makers, Educational Planners, District leadership and other stakeholders. More than 200 participants from 34 districts of Punjab attended the seminar. The participants included District Nazims, District Coordination Officer, EDOs Education and Literacy, senior officials of the Federal and Provincial Governments and representatives of civil society.

Administrative Activities. Quarterly narrative and financial reports were produced on time. Routine fiscal and administrative reviews have been conducted in support of the program and the teams in Washington, DC and Pakistan.

IV. Comparison of Planned and Actual Accomplishments

All activities planned for the quarter have been completed or are underway.

Planned Activities	Timeline	Status
Preschool and Primary School Initiative <ul style="list-style-type: none"> • Train new teachers in Pakistan • Equip new classrooms with active learning materials • Provide ongoing technical assistance 	April June September-June	Completed Completed Ongoing

Early Childhood Faculty Seminars <ul style="list-style-type: none"> Provide seminar introducing new course 	January	Completed
Training Institutes for Principals and Administrators <ul style="list-style-type: none"> Convene Institutes for Administrators 	Summer	Completed
Family Involvement <ul style="list-style-type: none"> Conduct Parenting Support Groups (optional) Expand Family Literacy Program Conduct family literacy lessons 	April to end January September-June	TBD Completed Ongoing
Establish Model Training Centers <ul style="list-style-type: none"> Select model centers Conduct training for model centers 	May August	Ongoing Planned
Establish Independent NGO	August	Ongoing
Cost Benefit Analysis	August	Ongoing
Performance Monitoring and Evaluation	Ongoing	Ongoing
Translations and Publications <ul style="list-style-type: none"> Morning Meeting book Parenting Manual and training sessions Education and the Culture of Democracy: Early Childhood Practice 	August 04 July 04 April	Delayed but underway Delayed but underway ??

Translations of publications have been slow to be completed, although they are now in the final stages.

V. Activities Planned for Next Quarter

Activities Planned for Coming Period	Timeline
Provide ongoing technical assistance	Ongoing to end of award
Continue family literacy lessons	Ongoing to end of award
Continue family participation activities	Ongoing to end of award
Continue tabulation, analysis, and reporting of evaluation data	Ongoing to end of award
Continue preparation of cost benefit study	Ongoing to end of award
Print Morning Meeting book	July
Print Parenting materials	October
Establish Pakistan NGO	Ongoing through August (pending)

VI. Success Stories/Lessons Learned

An Exchange Between Master Teacher Trainers and Afghani Visitors

Islamabad, Pakistan
April 2005

Five faculty for Kabul Education University traveled to Islamabad to attend CRI's training for third grade teachers, to observe child-centered practice in effect, and to talk with CRI's staff of Master Teacher Trainers about the implementation of the program in Pakistan. What follows is an exchange between the faculty and the Master teacher trainers as the visit drew to a close.

Afghan Faculty: How has your work with CRI affected your life professionally and personally. Talk about your experiences...

CRI Master Teacher Trainer, Saba: I spent 7 years in a primary school with 35 – 40 students in my classes. Now I have 50,000 students and 30,000 teachers. CRI adds diversity to my life. And great friends. We are family you know. We are there for each other. A community.

CRI Master Teacher Trainer, Fakhira: I was in the public school for 10 years. After CRI I am now a trainer. I love the methodology – I believe in it. I now have interactions with my own schools. I have my own heads. I watch them grow. I support their efforts. I know that I've helped.

CRI's practices bring a new sensitivity and softness to our lives. Now we bring this into our own lives, into our homes, and to our families. We live it. There is always something new to learn. And, I am using the methodology at home with my children.

CRI Community Mobilizer, Humidullah: After CRI, my focus is now education. It motivates me. Thank you for changing my life. Thank you for this opportunity. I didn't like children. Now after CRI, I like children. My wife's wish—not mine—was to have children. But now, I am interested other children and in my child. I make books. Now I like to talk to other MTTs about our work. I tell my wife stories. I told her *Click Clack Moo*. When I go to parties, I play with the children now. I tell stories and sing songs. The children like me.

CRI Master Teacher Trainer, Humaira: I have 6 years in the private schools. These were elite schools run by local NGOs. Now I am with CRI in local, rural and poor schools. I can see that I am able to give deprived children access to quality education. It is an addiction. We can't live without it

CRI Master Teacher Trainer, Tazneem: My concerns at the beginning, will I be able to teach here or not? I spent 15 years in public schools. Now I am doing something for the betterment of the future of our country. It's global. We are now doing things that others are doing around the world. I would have never imagined we could

CRI Master Teacher Trainer, Nazakat: I have been a teacher and provided teacher training. But now CRI adds many new things to my life —book making, the trip to the States. It has changed my life. With government teachers, the changes really are the result of technical assistance. We dream about CRI!

CRI Master Teacher Trainer, Samina: I had 10 years in private schools. I knew child practices, but it was just superficial. This methodology had roots. It's more than resources. It's about interaction. Interactive learning. The Washington training has broadened our education

MTTs to Visitors: What are your impressions of our program in Pakistan? Do you think the training was helpful? Are the classrooms here similar to ones you have in Afghanistan? What are your needs? Where will you start, at the University? Why?

Afghan Faculty, Rasool: We are together friends. Education is not easy. We need friends like you. For 20 years education was broken. We need to fix many things. We will take this experience back and continue our work.

Afghan Faculty, Jamil: CRI supports democracy because of group work. It integrates many people. We can integrate many people in the north, south, east and west. The faculty needs to set the tone for working with people. We need to be trained. CRI is about friendship not just leadership.

After the war, many people married. Many children were born. A big problem will be coming, not enough schools. And teachers are very bad. Before the war, teachers must have a degree. After war, most teachers, are not teachers, have only levels 1 – 6 classes. They are stupid. They have no knowledge. We need to focus on quality and quantity. The communists came and broke the system. Now we must make new. Begin to make schools.

We need adult education. There are 70,000 teachers in Afghanistan. We (KEU) want to be THE education University. We want to replicate this program (Pakistan) and be in a position to train existing teachers. We need to get people into schools first and then train them.

1.5 million children are disabled. There is nothing wrong with their minds. They are hurt from the war. And infections. We need schools for these children

Families want their girls to go to school. Families want their daughters to work. Teaching is safe. Many girls will come to KEU. KEU has highest percentage of females in any university.

Afghan Faculty, Nadimi: (This program) will be successful. It's new, exciting. People like to cooperate. Distance is different in Pakistan. Distance is keeping girls and boys apart. Men sat in one group for training. Afghani people are intelligent. Open to change. Especially the women and girls. They want modernization. This is democracy.